



Colleton Middle

603 Colleton Loop
Walterboro, South Carolina

Grades	6-8 Middle School	
Enrollment	420 Students	
Principal	Dr. Ken Jenkkns	843-549-2690
Superintendent	Ms. Leila Williams	843-782-4510
Board Chair	Mr. Paul Haase	843-782-4510

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Below Average	Average
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk
2006	At-Risk	Below Average
2005	At-Risk	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

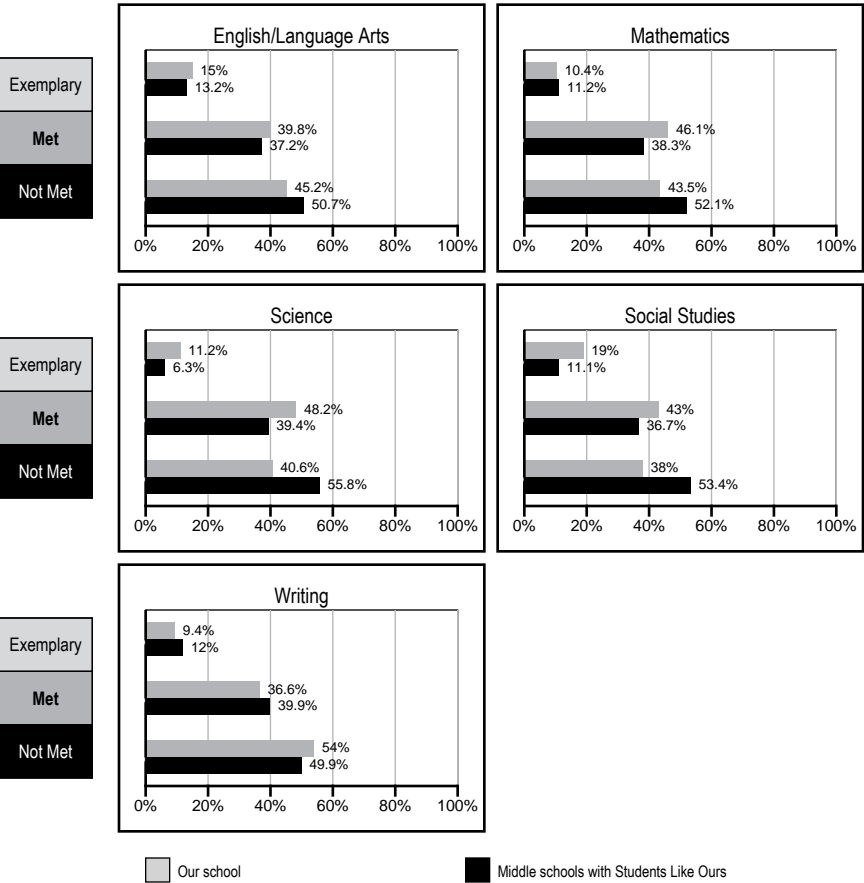
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 96.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	6	37	25

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	N/A	86.8%
English 1	N/A	83.8%
Physical Science	N/A	33.8%
US History and the Constitution	N/A	N/A
All Subjects	N/A	85.1%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=420)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No Change	15.7%	21.6%
Retention rate	5.2%	Up from 4.5%	2.3%	1.2%
Attendance rate	95.6%	Up from 92.2%	95.5%	95.9%
Eligible for gifted and talented	9.9%	Up from 8.2%	5.3%	14.8%
With disabilities other than speech	16.3%	Down from 16.6%	14.1%	12.6%
Older than usual for grade	14.0%	Up from 13.7%	5.0%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.4%	0.3%	0.6%
Annual dropout rate	2.0%	Up from 0.5%	0.0%	0.0%
Teachers (n=33)				
Teachers with advanced degrees	42.4%	Down from 52.2%	54.5%	56.9%
Continuing contract teachers	81.8%	Up from 54.3%	62.0%	72.7%
Teachers with emergency or provisional certificates	13.8%	Down from 18.9%	14.7%	5.3%
Teachers returning from previous year	79.1%	Up from 75.1%	76.6%	82.9%
Teacher attendance rate	94.2%	Down from 95.9%	94.7%	95.2%
Average teacher salary*	\$44,858	Up 4.9%	\$44,738	\$46,599
Professional development days/teacher	7.5 days	Up from 7.0 days	10.8 days	10.8 days
School				
Principal's years at school	1.5	No Change	2.0	3.0
Student-teacher ratio in core subjects	19.0 to 1	Up from 15.3 to 1	16.7 to 1	20.1 to 1
Prime instructional time	88.0%	Up from 86.3%	89.1%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	64.7%	Down from 85.0%	95.7%	97.8%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$9,075	Up 19.1%	\$10,014	\$7,645
Percent of expenditures for instruction**	64.3%	Down from 66.9%	60.4%	63.4%
Percent of expenditures for teacher salaries**	59.9%	Down from 60.5%	53.7%	57.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The mission of Colleton Middle School, in partnership with parents, students, and communities, is to develop life-long learners by providing challenging learning experiences that meet or exceed state standards in a safe and nurturing environment adapted to the unique characteristics of adolescents. Colleton Middle School's overall commitment continues to focus on improving student achievement through the implementation of major academic initiatives and interventions, which include but are not limited to the following:

Met 3 (Mathematics Enrichment Through Tutoring and Technology), ELATE (English Language Arts Tutorial Education), GAP (Growth, Achievement and Pride after school program), MAP (Measures of Academic Progress) testing for flexible grouping and measures of student growth, SRA (Scientific Research Associates Reading Program), Self-Selected Reading (SSR), EDI (Explicit Direct Instruction) and a school-wide Balanced Reading and Writing Literacy Program. Our main goal for the 2009-2010 school year is to continue to perfect these initiatives in order to motivate all of our students to perform at the "Met" and/or "Exemplary" levels on Palmetto Assessment of State Standards (PASS) test.

A second goal is to increase the use of technology by classroom teachers and students for instructional delivery and differentiated instruction. During the 2009-2010 school year, our core classes will be equipped with SmartBoards, and teachers will be provided with on-going professional development to enhance instruction.

One further goal for Colleton Middle School is to increase the intensity of parent and community support through actively working with the School Improvement Council (SIC) and through enhancing our Math/Science/Literacy Parent Program. In-Touch and Phone Dialer will continue to ensure two-way communication between home and school. Our School Improvement Council (SIC) will continue its teacher incentive initiative and its active participation in school events and activities.

A rigorous academic curriculum with diverse learning experiences, adequate extra-curricular activities, a vital related arts program, along with a comprehensive character education program allow our students at Colleton Middle School to become confident, competent, responsible and productive citizens.

With all of these on-going initiatives, Colleton Middle School is sure to make gains in all areas of the school report card. We are further looking forward to the challenges of a new year. Our commitment and enthusiasm for academic excellence will drive us here at Colleton Middle School to meet our challenges head-on, to embrace research-based best practices, and to not only improve the life of the student, but to positively impact the community as a whole.

Dr. Kenneth Jenkins, Principal
Cassandra Shark, School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	104	67
Percent satisfied with learning environment	60.7%	70.3%	58.7%
Percent satisfied with social and physical environment	53.6%	66.7%	62.1%
Percent satisfied with school-home relations	25.9%	72.5%	60.9%

* Only students at the highest middle school grade level and their parents were included.

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School Adequate Yearly Progress

N

This school met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

R

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	24.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	16.2%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	16.2%	0.0%	No
Student attendance rate	95.6%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	396	100	44.2	40.8	14.9	73	74.8	82.8	Yes	Yes
Gender										
Male	212	100	51.6	38.3	10.1	69.7	69.7	79.3	N/A	N/A
Female	184	100	35.9	43.7	20.4	76.6	79.9	86.5	N/A	N/A
Racial/Ethnic Group										
White	122	100	23.8	49.5	26.7	88.6	82.3	89.5	Yes	Yes
African American	256	100	53.4	37.2	9.4	66.2	68.6	73.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	100	92.3	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	69.2	76.5	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	82.1	82.5	I/S	I/S
Disability Status										
Disabled	63	100	72.4	24.1	3.4	36.2	34.5	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	76.3	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	342	100	48.9	39.7	11.4	70	71.3	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	396	100	42.5	47.3	10.1	69	69	78.9	Yes	Yes
Gender										
Male	212	100	46.3	45.7	8	65.4	66.6	77	N/A	N/A
Female	184	100	38.3	49.1	12.6	73.1	71.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	122	100	31.4	50.5	18.1	77.1	77.8	87.2	Yes	Yes
African American	256	100	47.9	46.6	5.6	65	61.4	66.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	96.3	93	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	80.8	76	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	64.3	79.5	I/S	I/S
Disability Status										
Disabled	63	100	74.1	22.4	3.4	31	35.1	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	84.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	342	100	45.3	46.9	7.8	66.4	65.2	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	264	99.2	39.4	48.9	11.7	60.6	58.6	67.5
Gender								
Male	149	98.7	39.7	50	10.3	60.3	57.7	67
Female	115	100	39	47.6	13.3	61	59.5	68
Racial/Ethnic Group								
White	83	100	27.8	51.4	20.8	72.2	72.5	79.5
African American	170	98.8	44.7	48	7.3	55.3	48	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	76.5	84.3
Hispanic	7	I/S	I/S	I/S	I/S	I/S	59.5	60.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	60	71.2
Disability Status								
Disabled	51	100	72.9	22.9	4.2	27.1	22.3	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	68.1	59.6
Socio-Economic Status								
Subsided meals	225	99.1	44.4	44.9	10.6	55.6	52.9	55.1

Social Studies

All Students	253	99.6	37.1	44.2	18.8	62.9	66.9	72.3
Gender								
Male	132	99.2	40.2	42.7	17.1	59.8	65.5	71.5
Female	121	100	33.6	45.8	20.6	66.4	68.3	73.2
Racial/Ethnic Group								
White	72	100	27.1	40.7	32.2	72.9	74.5	80.7
African American	167	99.4	40.8	44.7	14.5	59.2	59.8	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	100	88.5
Hispanic	6	I/S	I/S	I/S	I/S	I/S	76.5	68
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	75	72.2
Disability Status								
Disabled	35	100	71.9	25	3.1	28.1	37.7	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	78.4	67.9
Socio-Economic Status								
Subsided meals	215	99.5	39.6	44.3	16.1	60.4	62.4	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	396	97.5	53.9	36.7	9.5	46.1	55.6	70.2	95.6	95.3
Gender										
Male	210	97.1	62	33.2	4.9	38	46.8	63.2	94.7	94.9
Female	186	97.9	44.8	40.6	14.5	55.2	64.3	77.5	96.6	95.7
Racial/Ethnic Group										
White	122	96.7	40.2	40.2	19.6	59.8	67.1	79.1	95.8	94.6
African American	257	97.7	59.7	34.6	5.6	40.3	46.5	57.6	95.5	95.8
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	81.5	86.2	99	96.4
Hispanic	7	I/S	I/S	I/S	I/S	I/S	48.1	62.6	95.3	95.4
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	67.9	68.7	94.2	92.3
Disability Status										
Disabled	66	89.4	N/AV	N/AV	N/AV	9.3	16.8	26.1	92.4	94.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	96.1
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	57.6	61.2	97.5	96.3
Socio-Economic Status										
Subsidized meals	331	98.5	58.3	35.9	5.8	41.7	49.8	58.9	95.4	95.1

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	135	100	47.2	36	16.8	52.8
	7	119	100	44.6	40.6	14.9	55.4
	8	142	100	41.1	45.7	13.2	58.9
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	135	100	45.6	41.6	12.8	54.4
	7	119	100	34.7	54.5	10.9	65.3
	8	142	100	45.7	47.3	7	54.3
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	71	98.6	47.7	40	12.3	52.3
	7	119	100	33.7	52.5	13.9	66.3
	8	74	98.7	40	52.3	7.7	60
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	68	98.5	41	52.5	6.6	59
	7	117	100	47.5	32.3	20.2	52.5
	8	68	100	17.2	54.7	28.1	82.8
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	136	95.6	53.7	35.5	10.7	46.3
	7	116	97.4	53.1	39.8	7.1	46.9
	8	144	99.3	54.6	35.4	10	45.4

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